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ABSTRACT

The early 70's will see federal programs in transition as the new administration attempts to redesign health, education, and welfare. However, new organization and school structures do not necessarily mean that there will be new instructional programs. It is the educational personnel who must change and direct changes in the learning processes. If schools are to be significantly better, they must be significantly different. The people must become different; they must become aware of change and of self-renewal processes; and they must accept responsibility for teaching. Coordinated efforts are needed to create differences not only in how school buildings look or how organization and programs appear in charts or syllabi, but also how teachers and pupils behave in the teaching and learning process. A related document is ED 051 959 (Author)

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FEDERAL EDUCATION PROGRAM TRENDS FOR THE 1970'S

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This reprint contains elements of remarks delivered April 3, 1970, at the Tennessee Education Association Conference, Memphis, Tennessee, to the Section on Federal Projects and Programs. Much of this material was originally printed in April, 1970 under the title "Trends in Federal Programs for the 70's"; the present material has been revised and up-dated.

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TRENDS IN FEDERAL PROGRAMS FOR THE 70'S

Introduction:

There is an important force operating in education. This force, seemingly new, really started in the late 1700's. Federal support for education, however, has gained rapidly in the last few years, reaching its zenith between 1963 and the present. The direction federal support has taken provides a useful data base for projecting future federal involvement in education.

Initial federal involvement earmarked tracts of land for elementary and secondary schools and later for land grant colleges. These early mandates had no funds available. By 1917 a new kind of federal support appeared; categorical federal aid became available to states. Categorical federal aid is aid given only for a specific purpose (e.g.; funds to support vocational agriculture). To guarantee that the State used funds in the manner which Congress had intended, each State established a unit for the administration of the funds and developed state plans which clearly set forth rules for the expenditure of various federal funds.

By 1956 the Federal Government, through passage of the Cooperative Research Act, sanctioned research in education. This Act originally provided one million dollars for educational research through funds available on a competitive proposal basis. There was little direction for the use of the funds. By 1968, the U. S. Office of Education had taken a different position on providing funds for research; the federal allocation of research monies in education had increased over 100 times, but most research must be directed toward a major area of interest defined as critical by the U. S. Office of Education.

That is all part of history; the theme of this presentation is looking AHEAD; to the 70's--and beyond. What can be said about the future of Federal education programs? Where are we going? How can you gain "hints" what can you do to try to understand the labyrinth of federal programs?

"Education" programs at the Federal level touch almost every branch of government--Agriculture, Labor, Health, etc. This deals only with some of the programs under the direction of the Office of Education. The presentation is necessarily general.

Some Indicators of Federal Program Interest and Thrust:

An attempt to project "Trends in Federal Programs for the 70's" is little more than educated conjecture at this time. The Nixon administration still is operating on the Johnson education programs. Prior to the next presidential election, it is mandatory that the administration have developed an educational program--or more properly, a total program of health, education, and welfare--that it can describe to the American public as the Republican stand on education. Much congressional and executive battling of the past years has related to the Republican attempt to manuever to develop an education program of its own. For example, at first glance, the Nixon veto of the original HEW appropriations bill looked like a stand on the administration's "major" question of inflation. In some measure it was. Under serious study, however, it was apparent that the administration was struggling to keep the Democratic Congress from pushing through a bill to provide continuous or advance funding for major programs developed in the Johnson administration such as Title I of the Elementary and Secondary Education Act (ESEA). Authorization for two (or even one) year's advance funding would have bound the administration to that kind of a program until the next election.

Thus, some of the indicators of what the federal education program thrust for the 70's is going to look like must be derived from conflict between the Republican executive branch and the Democratic legislative branch of the government. It is already obvious that Fiscal Years 1970 and 1971 were "holding pattern" years, and Fiscal Year 72 probably will be.

There are other things which the student of the federal program activities can use as indicators for what probably will happen if the Republican administration gains control and stays in control long enough to develop a program. The President has by now made a series of statements regarding his position and plans for education (the State of the Union Message, the Veto Message for the first HEW appropriation, the White House release on Educational Reform, and prepared statements on higher education, on the role of education in desegregation, relation of education and welfare, the right to read, etc.).

Other indicators of recent federal directions in education can be derived from the action of the former United States Commissioner of Education, James E. Allen,Jr. Elevation of the position of head of the Office of Education to an Assistant Secretary position presages that education will receive more direct attention from the White House and may be the first step in moving Education to cabinet level. Actions of Commissioner Marland will provide clues as to the directions he will propose. Reorganization within the U.S. Office of Education, including

development of a new level of bureaucracy and appointment of special assistants to the Commissioner, provides hints of the impetus and emphasis for new programs. (Note figure on following page: the level of the Deputy Assistant Secretary/Commissioner is new. What are the implications? Note the special assistants.).

Administrative planning and guidelines for on-going programs provide information on directions for future programming. As bureaus in the Office of Education redesign or refocus their program guidelines, the programs will be aimed at priorities established by the new administration and will follow where the money is going. Careful analysis of things being stressed in guidelines will provide indications of areas of program thrusts.

Federal Program Guidelines often provide a mass of data when they are carefully analyzed. The various program guidelines suggest which kinds of programs will be funded in the future. The directions which these guidelines take suggest the directions that the policy makers in Washington believe education should be following. School districts not willing to "play the game" are discouraged from submitting proposals under the guidelines. A clear example of new federal program interests was evinced within guidelines to the Educations Professions Development Act (EPDA). Of the 13 1970 EPDA priority areas, six advocated some new staff arrangements. The heavy emphasis upon new staffing arrangements suggests that future EPDA proposals (and others) should include elements of career planning, career ladder approaches to vocational mobility, paraprofessional training, increased use of local staff for development of inservice activity, and increased teacher specialization to remedy deficiencies in reading, speech, and other handicaps to learning. The 1971 EPDA Guidelines show that of 15 priority areas, ten advocate new staff arrangements.

The budget which the administration submits to Congress provides other clues as to directions the Department of Health, Education, and Welfare will take. Budget summaries are available which show the authorization of various acts; prior fiscal year appropriations; departmental projections for the new fiscal year; and the administration's requests for line items. Reductions and increases provide hard data as to the administration's program thrusts. The Congressional Record also carries details and analyses of the budget.

Reports of various national advisory councils which have been designated by much of the recent legislation also provide guidelines for administrative programming and for focusing of federal programs. (Note National Advisory Councils on: EPDA, VEA, ESEA-V, etc.).

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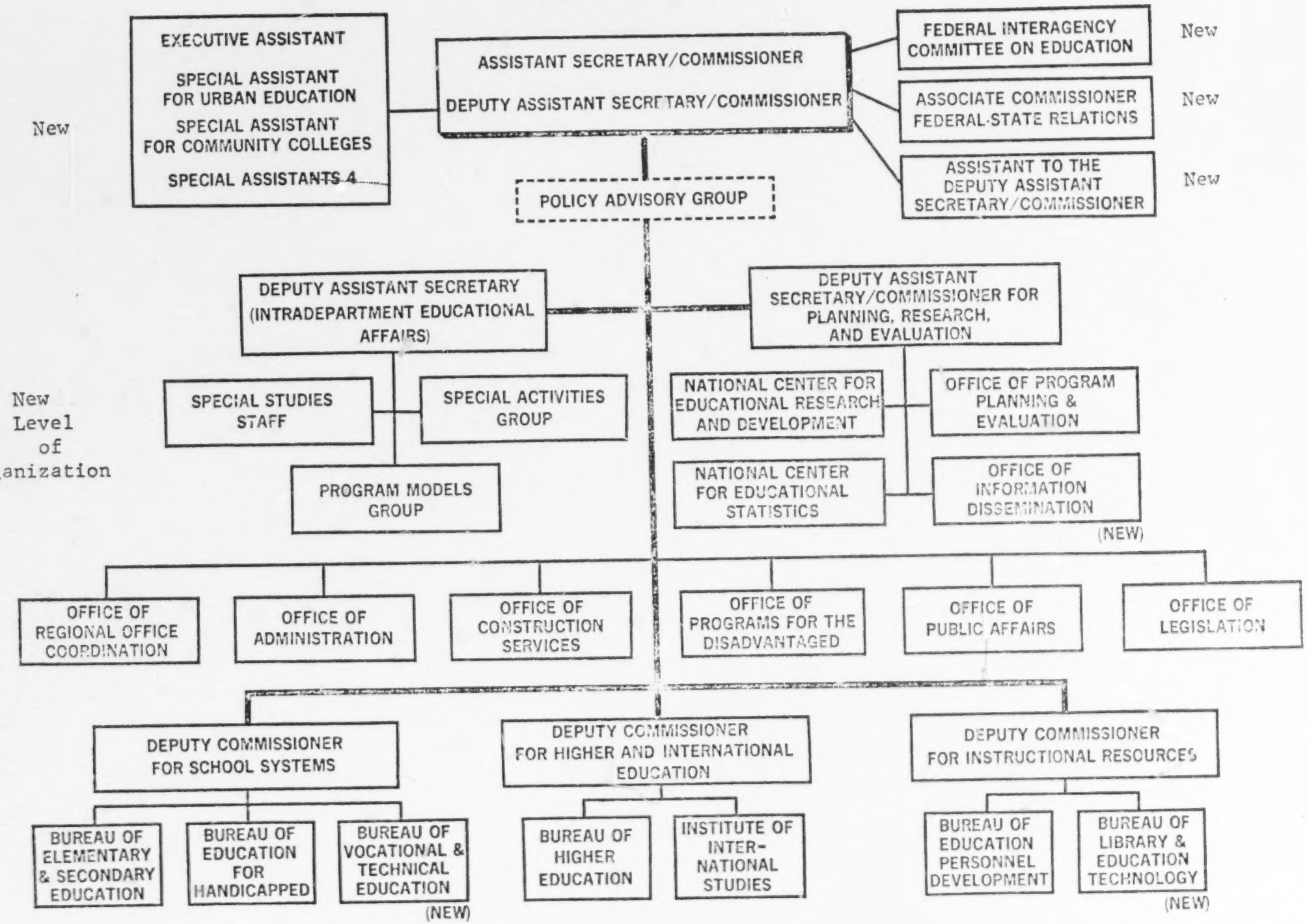
EXECUTIVE ASSISTANT
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SPECIAL ASSISTANT FOR COMMUNITY COLLEGES
SPECIAL ASSISTANTS 4
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ASSISTANT SECRETARY/COMMISSIONER
DEPUTY ASSISTANT SECRETARY/COMMISSIONER
FEDERAL INTERAGENCY COMMITTEE ON EDUCATION
New
ASSOCIATE COMMISSIONER FEDERAL-STATE RELATIONS
New
ASSISTANT TO THE DEPUTY ASSISTANT SECRETARY/COMMISSIONER
New
POLICY ADVISORY GROUP
DEPUTY ASSISTANT SECRETARY (INTRADEPARTMENT EDUCATIONAL AFFAIRS)
DEPUTY ASSISTANT SECRETARY/COMMISSIONER FOR PLANNING, RESEARCH, AND EVALUATION
New Level of Organization
SPECIAL STUDIES STAFF
SPECIAL ACTIVITIES GROUP
PROGRAM MODELS GROUP
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
OFFICE OF PROGRAM PLANNING & EVALUATION
NATIONAL CENTER FOR EDUCATIONAL STATISTICS
OFFICE OF INFORMATION DISSEMINATION
(NEW)
OFFICE OF REGIONAL OFFICE COORDINATION
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OFFICE OF CONSTRUCTION SERVICES
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DEPUTY COMMISSIONER FOR SCHOOL SYSTEMS
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BUREAU OF VOCATIONAL & TECHNICAL EDUCATION
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BUREAU OF HIGHER EDUCATION
INSTITUTE OF INTER-NATIONAL STUDIES
BUREAU OF EDUCATION PERSONNEL DEVELOPMENT
BUREAU OF LIBRARY & EDUCATION TECHNOLOGY
(NEW)

Figure 1. Organization of U.S. Office of Education (Subject to frequent change!)

Aug. 22, 1969

Certainly the new program thrusts will derive from forces in society which vividly illuminate weaknesses in present programs. Indicators of needs for changes in schools can be found in most any newspaper headline; professional journals also discuss educational problems.

> ...public education is failing generally. The most visible failure is in the urban, low-income, racial-minority ghettoes. But if one holds education responsible in part for shortcomings throughout American society, education has failed more widely. The shortcomings include such features of contemporary life as the alienation and withdrawal of many economically and culturally advantaged college-age youth and the impotence of social consciousness in mobilizing an adequate response to the nation's domestic crises. Public education's precise share of the blame for these shortcomings need not be calculated in order to assert that it bears <u>some</u> share, even a substantial one.*

Perhaps more today than anytime in history, massive forces in the society are encouraging educational change. (See Figure 2 on the next page for a summary of social forces and educational changes reflected in legislation!) These forces are certainly familiar, and it will suffice only to list several. 1) Changing federal-state-local-partnership in education, 2) changing employer-employee relationships, 3) changing locus of decision-making for education, 4) student unrest, 5) desegregation and integration, 6) computers, rapid data retrieval and the new media, 7) development of new management techniques and projective procedures, 8) ever-increasing level of educational attainment of the general population, 9) the struggle for control within education, 10) new concepts in learning theory, 11) new demands for education to work not only in the cognitive domain, but also the affective and psychomotor domains. Other indicators include the high dropout rate, high rate of juvenile delinquency, student unrest, high incidence of welfare, and other easily discernible factors.

Thus, without exhausting the forces influencing educational change, we can develop a list of some magnitude and import. Much of the discussion today relates to the first-mentioned force (the changing federal-state-local-partnership in education) and how this interacts or interrelates with change in the local school and in educational programs.

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*Mario D. Fantini, "Alternatives for Urban School Reform," (New York: The Ford Foundation), p. 2. Reprinted from <u>Harvard Educational Review</u>, XXXVIII:1, Winter, 1968.

Date	Social Conflict or Force	Act or Involvement
1862	Civil War	First Morrill Act
1867	Mexican-American War	Aid to State Nautical Schools
1890	Spanish-American War	Second Morrill Act: Funds for Instruction in A&M Schools
1917	World War I	Smith-Hughes
1918	World War I	Vocational Rehibilitation
1919	World War I	Federal Surplus Property--Use of Federal Property in Educational Institutions
1933	Depression	School Lunch Programs
1941	World War II	Amendment to Lanham Act of 1940--Federal Funds to Impacted Areas
1943	World War II	Extension of Vocational Rehabilitation
1944	World War II	Servicemen's Readjustment Act (GI Bill) Extension of Surplus Property
1950	Korea	PL 874, 815-Assistance to Schools in Federally Impacted Areas
1958	(Sputnik, Sept. 1957)	National Defense Education Act National Science Foundation
1963-1971	Cuba, Vietnam, Racial Crises, Riots, Laos, Cambodia, Student Unrest, Pollution, Drugs, etc.	Higher Education Facilities Vocational Education Act (88-210), Economic Opportunity Act, Elementary and Secondary Act, Higher Education Act, Education Professions Development Act, Veteran's Benefit Bill, Adult Education Act, Economic Opportunity Act, Housing and Urban Development, Vocational Education of 1968 (PL 90-576) and Major Amendments to Most Major Acts; including ESEA, HEA (EPDA). Drug Education; Environmental Ed., etc.

Figure 2: Major Curriculum Thrusts and Educational Changes Compared to Social Forces and/or Conflict

Based upon social forces, changes in organization, and other indicators previously mentioned, it is reasonably safe to suggest that some of the big words or big programs for education in the 70's will be (Besides urban education or urban problems):

1. Education relating to drugs, health and safety, leisure time, nutrition, sex or family life, and occupational opportunity.

2. Long-range educational and manpower planning.

3. Accountability and responsibility; evaluation; Focus on "OUTPUT."

4. Ecology, pollution; environmental planning and control.

5. Multi or inter-disciplinary research activity.

6. Programs to provide the best schools possible for all youth; model or demonstration programs and/or schools.

7. Analysis of finance structures for education; attempts to provide more equality of educational opportunity.

8. Cooperative action or activity; new organizational patterns.

9. Expansion of higher education opportunities; community colleges.

10. The drawing together of "vocational" and "general" education; focus on career education for all (Note Commissioner Marland's 1971 speech).

11. Emphasis on cooperative planning and designing of educational programs; strong local input.

12. Redesign of educator training activities (pre-and inservice).

13. Emphasis on human capital or "resource producing" activities.

14. Media and technology; computer usage; delivery systems.

15. New staffing patterns for education; more involvement.

16. Changing federal-state-local partnership in education; federal identification of problem localities, as well as needs.

17. New national priorities: early childhood; reading; occupational information; handicapped; learning handicaps or disabilities.

18. National Institute of Education; targeted research and dissemination.

19. Poverty problems; focus on urban and rural.

20. New relationships between (among) LEA's, SEA's, Higher Education and communities. (Push for block grants--revenue sharing).

The student of federal programs will see the trends in the other indicators that reflect the social concerns and problems and will note that the new USOE organization shows or provides responsibilities for many of the new directions identified by social concerns (e.g., a special assistant for Urban Education).

After dispensing with these forces, indicators, and terms in generalities, it may be helpful to conjecture as to what some of them may mean to the practitioner as he conceptualizes and develops programs for the 70's based upon federal support. The Education Professions Development Act provides a good place to start.

New Directions; Examples and Projection:

EPDA, as such, occurred in 1968.* The first year of that activity was marked by less than carefully drawn guidelines from Washington. Now that EPDA has been operational, directions for it seem more clear. There has been a move toward: 1) cooperative community, higher education, and local school planning; 2) making a change in teacher education structure; 3) providing personnel in areas of critical need or shortage; 4) training of support personnel to provide better teaching opportunities in the classroom; 5) initiation of new staffing and organizational patterns in education; 6) encouragement of planning, projecting, careful objectives, and clear statements of evaluation; 7) development personnel who understand the processes of educational development, change, and dissemination.

Traditionally there has been much slippage in the movement of personnel from teacher education institutions into teaching. Teacher education institutions cannot guarantee jobs. The receiver of the product (that is, the school system) is the agency that provides jobs. It is suggested, then, that a logical procedure for development of EPDA programs would be a close relationship between school and university, incorporating not only an either/or situation with preservice and inservice training, but an integrated program from higher education to local schools, including early awareness of local education problems, preservice training to meet specialized needs, inservice activities tailored for specific school districts, and some follow-up of new teachers into the first, second, or even third years of employment. Programs might be designed based upon local district needs and

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*EPDA, or P.L. 90-35, is an amendment to the Higher Education Act (P.L. 89-329) of 1965 and specifically an extension of Title V of HEA. Part A forms a National Advisory Committee; Part B-1 is Teacher Corps; Part B-2 is a State Grant Plan; Parts C and D have been combined into various scholarship long-term and short-term programs; Part E is for training of higher educational personnel; Part F provides training in Vocational-Technical education leadership.

projections, and the output of the college program (the students or new teachers) would be essentially guaranteed jobs in systems working closely with the institutions of higher education. There would be less of a distinction between higher education and local systems; linkages would be developed between university and local schools. New programs might incorporate joint staff appointments in institutions of higher education and school districts. Certainly, no programs should be developed solely by higher education or local schools without careful planning and cooperation of both. Attempts would be made to provide new and varied experiences using the school as a "laboratory", and developing personnel in higher education programs to meet specific needs in the total school structure. Programs should be based on assessment of local needs, strengths of higher education, and long-range plans and projections of local schools.

Figures 3 and 4 on the following pages (Contents pages of the 1970-71 and 1971-72 EPDA Guidelines with notes and modifications) demonstrate the extent of interest in some specific programs. Note that of thirteen priority areas (1970), only three exclude the local system from applying even though education personnel development has traditionally been a function of higher education; Note that by 1971, only two of 15 exclude the local system from applying. This is an interesting trend.

Two things now on the educational scene are being watched closely by educators. One is the voucher system. The second has been private enterprise's entrance into what traditionally has been seen as the professional teacher's field. The example of this, of course, is the performance contract activity being pilot-tested in Texarkana and elsewhere. Preliminary results from Texarkana indicate that the program is being successful in accomplishing its dual goals (very distinct and defined objectives) in the improvement of basic reading skills and basic number skills. (There are some interesting modifications of this procedure being set up in other locations).

In both cases, one value is strongly evident; the value of cooperation between the public and the private sectors in education. It is apparent from plans of the new administration for welfare reform and from some rumors about the education program that some future activities in education will incorporate more joint efforts of the public and private sectors of the economy.

Educators are often chided because they are reluctant to change and slow to adopt new programs or to adapt innovations to their local situations. Research would indicate that this is true. One focus for federal money and federal programs, then, is to initiate new directions. A common misconception of federally-sponsored education programs is that they should be long and continuous; that they should be "add ons" to present curricula. This seems to be the result of some fuzzy thinking based on fuzzy logic. Once a program has shown its worth or once an innovation has been well established, it becomes

	A	B	C	D
Basic Studies	X	X	-	-
Career Opportunities	X	X	-	-
Early Childhood	X	X	-	-
Educational Administration	-	X	X	-
More Effective School Personnel Utilization	X	X	-	-
Special Education	X	-	-	-
Support Personnel (Media Specialists)	X	X	-	-
Support Personnel (Pupil Personnel)	X	X	-	-
Teacher Corps	X	X	-	-
Teacher Leadership Development*	X	X	-	-
Trainers of Teacher Trainers	X	X	X	-
Vocational and Technical Education	-	-	X	-
State Grants	X	X	-	X

*This Program has been discontinued.

A = *Requires, urges, or suggests use of differentiated or new staff or organizational arrangements.*

B = *Requires, urges, or suggests cooperation between/among local schools, higher education, community agencies, and state departments of education; eligible applicants are SEA, LEA, and HE.*

C = *LEA not eligible applicants under normal circumstances.*

D = *LEA only eligible applicants, or usual applicants.*

Figure 3. Content Page of EPDA Guidelines, 1970-71, with Modifications and Notes Indicating Areas of Major Thrusts.

	A	B	C	D
Career Opportunities	X	X	-	X
Teacher Corps	X	X	-	-
Urban/Rural School Development	X	X	-	X
Training of Teacher Trainers	X	X	-	-
Training Complexes	X	X	-	X
Bilingual Education	-	X	-	-
Educational Leadership	-	X	-	-
Early Childhood	X	X	-	-
Personnel Services Staff	X	X	-	-
Special Education	X	X	-	-
Vocational Education Personnel	-	-	X	-
State Grants	X	X	-	X
School Personnel Utilization	X	X	-	X
Teacher Development for Desegregating Schools	X	X	X	-
Media Specialists	-	X	-	-

A = *Requires, urges, or suggests use of differentiated or new staff or organizational arrangements.*

B = *Requires, urges, or suggests cooperation between/among local schools, higher education, community agencies, and state departments of education; eligible applicants are SEA, LEA, and HE.*

C = *LEA not eligible applicants under normal circumstances.*

D = *LEA only eligible applicants, or usual applicants.*

Figure 4. Content Page of EPDA Guidelines, 1971-72, with Modifications and Notes Indicating Areas of Major Thrusts.

the responsibility of the local district to replace old programs with the newer programs and to adopt or adapt the innovation as part of the local effort. This provides impetus for continuous self-renewal and helps keep education "relevant", a common term these days. Federal money thus can be seen as development for new kinds of activities in education; an opportunity for planned change. All too often, local educators will decry the fact that the federal government starts something and then "steps out" leaving support to local districts, a burden only when local districts refuse to drop cherished or traditional programs.

Educators have been slow to take advantage of some of the innovations that are in wide use in society; e.g., the reluctance of teachers to make full use of various media, of computer technology, of new techniques in communication and analysis of behavior, and the development of new organizational or staff relationships. EPDA will aim, so it appears, to provide specialists capable of initiating and implementing change in all levels of education. Also, as occupational choice gets more and more difficult for youngsters, there will be increased emphasis upon the development of personnel who can deal with occupational choice and provide a spectrum of opportunities for young people. Also, EPDA will attempt to make changes in the structure of education as we know it today. Some of those changes have been discussed previously.

As problems of disadvantagement, handicap, and learning disabilities become more obvious and more prevalent in schools, there must be an emphasis on training and retraining of teachers and specialists to deal with these problems efficiently and effectively both in regular classrooms and in special classes.

It is becoming apparent that there will be a dual focus of new programs. This focus will be on both the urban crisis and rural problems, and will pass over the affluent suburban regions or well-to-do districts. It is probable that the federal governemnt will try to identify those areas 1) that are least able to help themselves, 2) with highest incidence of poverty, and 3) with the most clearly-defined needs, and focus funds to these school districts. The past geographic balancing of funds has made more people happy, but has not provided much of an impact. A new philosophy may be emerging; that of channeling enough funds into a given location to make a difference, and then to count on diffusion, demonstration and adoption to encourage educational change as it spreads from centers of interest. (Note the "exemplary programs" in vocational education, the "teacher education models" in higher education, and the new experimental, model or demonstration schools.)

What kinds of federal support are available for the schools? In fact, what are the kinds of federal support? It may be useful to develop a classification scheme or model for looking at complex things. (See Figure 5 on the following page.)

Federal aid in education may be classified as either general or categorical. Most aid is categorical for a number of important political, as well as accounting and evaluation reasons. Perhaps the best example of general educational aid is PL-874, aid to impacted areas.

For convenience, federal money which comes to a state or to local school districts can be classified in the following manners:

1) Competitive Funds. (Under this classification are funds which are not earmarked for any state or to a particular local district, but for which all eligible local, state, and/or private institutions may compete.)

2) Non-Competitive Funds. (These funds are designated for state and/or local areas. The local district merely fills in a form, or a very simple program plan in order to obtain the funds. In some cases, the district merely must qualify on the basis of somw federal formula.)

3) State Grant Funds. (These funds in some ways are semi-competitive. In other situations these funds are competitive within a state, and if the funds are not used within a state by a given time, the funds can be redistributed to other states.)

4) There is yet another form of funds that does not easily fit any of the categories. In implementing some acts, funds are distributed to hand-picked (earmarked) areas, districts, or programs. It may be that the State Department of Education selects, on some criteria, the recipient; perhaps the USOE initiates program interest; perhaps funds are earmarked for special priority area (Model Cities), (Note the Career Opportunities and Urban/Rural Programs of EPDA).

Examples of each of the above kinds of funds can be listed as follows:

1. Competitive: EPDA, Parts C, D, E, F; ESEA Title IV, VI, VII, VIII; 88-210 part 4C; Higher Education Act, III; etc.

2. Non-Competive: PL-874; ESEA, I,V.

3. State Plan-State Grant Funds: Vocational Educational Funds (Smith Hughes, most sections of 88-210, 90-576); Higher Education Act, Title I; ESEA, Title I, Title III; EPDA Part B-2; certain provisions under NDEA; a few programs under EPDA, ESEA V, and some others. (Some of these are competitive at the state level, e.g.; EPDA B-2, HEA I).

	DIRECT FEDERAL FUNDS		STATE GRANT FUNDS	
	COMPETITIVE	NON-COMPETITIVE	COMPETITIVE	NON-COMPETITIVE
GENERAL AID				
CATEGORICAL AID				

Figure 5: Classification Scheme for Federal Program Support in Education

In the past, federal programs have often been aimed at developing or providing compensatory educational opportunities for youngsters. Some new federal programs seem to be looking toward the development of a new system or a new way for doing things in education. An example of the former is Title I of ESEA; examples of the latter are some provisions under EPDA, particularly those advocating differentiated staff procedures in schools.

Federal funding and programs are increasingly encouraging program planning, management techniques, and evaluation. New programs must be based on careful definition of need and objectives, and should include evidence not only of past planning, but also of long-range projections. As more and more federal money has been assigned to education, there has been more demand for accountability in terms of demonstrable results. Thus, local programs may not receive consideration unless they contain adequate, and sometimes quite innovative, procedures for program evaluation. Increasingly there have been contracts let to profit-making organizations with management and planning emphases--systems analysis and systematic approaches. Planning and management systems (e.g., PPBS, PERT) are being incorporated into proposals and contracts. These techniques for project administration are somewhat akin to behavioral objectives for classroom teaching. Careful evaluation and clear statements of objectives go hand-in-hand.

New approaches to program accountability place educators in a "put up or shut up" situation. Too long promises of educational change have influenced the continuous increase of education funds. Now, with research and management techniques such that careful evaluation and skillful projections can be handled in formalized (and computerized) systems, demands for funds must be supported by results.

There can be little doubt that massive inputs of funds can serve to break the inertia of well-established and traditional school programs. In many cases local school districts have adequate ideas of change, but inadequate resources for the development of those ideas in acceptable formats. In all cases, local school districts must stop "thinking poor". Dollars carefully spent to hire expertise necessary for the rapid and cogent development of program ideas can usually be returned many times over both in actual cash and in improved programs. For example, if a local district does not have the necessary skill or equipment for program evaluation, evaluation can be built into the proposal document with allowances made for contracted services.

The rapid rise in higher education enrollment and the need to involve institutions of higher education in community planning and in the direct solution of community problems will force reassessments of the roles both of higher education and of the individual professor. There will be an emphasis on direct involvement of professors in

solutions of social problems and a rapid increase in the need for field service activities, and especially the need for people who can work effectively in both the university setting and the local school district. (No more "ivory tower".) Professors and students will provide a manpower pool to work toward the solution of social and educational problems.

Federal support for higher education may increase through student aid or loan programs. Research and development funds will be directed to "mission-oriented" activity (except for general activity through NSF--note The Mansfield Amendment) related to the old concept of "action research" or "field research."

Higher education may be forced to place a definitive emphasis on research, service or teaching--funds may be forthcoming based upon an institution's primary emphasis in one of the traditional tripartite bases of the University.

Certainly there are other areas of thrust and impetus for the 70's. These were made clear in a recent White House message which spelled out in some detail the President's interest in the "right to read", early childhood education, and the National Institute of Education, an organization roughly to parallel the National Institutes of Health. The stated program of the administration of the "right to read" will divert funds from other programs to the specific goal; probably few new funds will be appropriated for this specific purpose. A percentage of funds from some programs--perhaps Titles II and III--may be held in Washington to implement the new priorities. Recombinations of existing programs may be able to accomplish the goal with little new monies.

There will be a strong effort to coordinate a variety of federal programs which are aimed at assisting education. Packaging of proposals or projects will become more common.

In summary, the early 70's will see programs in transition as the new administration attempts to redesign Health, Education, and Welfare so that by the next election the administration can claim that the programs are Republican programs. The program thrust is beginning to become apparent at the present time. Educators say that once the Vietnam war is over they will have more money. That may or may not be true. (History says "No"! See Figure 2, page 6). Educators must realize the fact that education can no longer do the job alone. Education cannot be seen in isolation; educators must use other social agencies and must refine a partnership with the private sector to provide youngsters with realistic educational opportunities. Program efforts must be cooperative. This will be difficult, particularly in regions of the South where strong political influence has always pervaded education. As education must broaden its base and develop sources of support in other sectors of the community, it will erode the power base of the school superintendent and his traditional hold over decisions in education. Educators must

develop innovative approaches to utilization of the total resource allocation available to them; the classroom must expand into the community. School experiences must relate to real things and the spirit of discovery must be tied to an analysis of society's needs. Education programs for the 70's will be designed to provide better-trained teachers, new program thrusts, and innovative structures so that education may continue to develop.

Conclusion:

New organizational structure and new school structures do not necessarily mean that there will be new instructional programs. In the last analysis, it is the personnel of education who must change and direct changes in the learning processes. If schools are to be significantly better, they must be significantly different. But this is not enough. The people must become different; they must become aware of change and self-renewal processes. They must accept responsibility for teaching. Coordinated efforts will be demanded to create these differences. These differences are not only in the way the school building looks or the way the organization and program look in charts or syllabi, but certainly in the way that teachers and pupils behave in the teaching and learning process.